

# **READ TO SUCCEED**

## **KENTUCKY'S LITERACY PLAN**

**GOVERNOR PAUL E. PATTON**

**DEVELOPED BY  
THE KENTUCKY LITERACY PARTNERSHIP**

**JUNE 2002**

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## —DEFINING LITERACY—

Literacy has many meanings in the modern world. To be culturally literate, for example, we should have a comprehensive understanding of the people, places and events that frame the heritage we share with other Americans. Information literacy, researchers tell us, means the ability to find and understand a variety of information resources. Family literacy focuses on integrating education for adults, parents and children. Media literacy enables us to understand the messages we receive via the mass media. And, depending on our education and skills, we can be computer literate, art literate, food literate – the list stretches as far as our interests will take us.

Even in what once was considered perhaps the most fundamental area of literacy – the ability to read and write – numerous definitions have been developed in recent years to reflect particular theories or societal influences and expectations. That is why it is important to define literacy as it is addressed in the Kentucky Literacy Plan. That definition, around which the Kentucky Literacy Partnership has developed this document, is as follows:

**Literacy includes reading, writing and the creative and analytical acts involved in producing and comprehending text. For the purpose of this work, that definition is rooted in reading as the foundation upon which all formal education depends.**

*Literacy has several dimensions and varies in degree. These include using printed and written information to:*

- *function in society*
- *achieve one's goals*
- *develop one's knowledge and potential.*

Kentucky Department for  
Adult Education & Literacy

## THE KENTUCKY LITERACY PARTNERSHIP

Governor Paul E. Patton established the Kentucky Literacy Partnership by executive order on April 26, 1999. Its purpose: to coordinate statewide literacy efforts among the public and community entities that share an interest in improving the reading and literacy skills of children and adults throughout Kentucky.

The Partnership's establishment coincided with Kentucky's participation in the federal Reading Excellence Act. Funding available under that act provides grants to school districts to implement research-based reading programs in elementary schools. Partnership activity will continue as Kentucky prepares to participate in the new federal program "Reading First," part of the No Child Left Behind legislation.

Since its creation, the Partnership has held numerous meetings and work sessions to gather information about literacy efforts currently under way in Kentucky, determine service gaps and explore ways to enhance outcomes.

A major activity of the Partnership was the Governor's Literacy Summit, held in June 2001. The summit, co-sponsored by the Kentucky Literacy Partnership, the P-16 Council and the Prichard Committee for Academic Excellence, brought together educators, public officials, business and community leaders, advocates, students and other interested individuals for an in-depth look at Kentucky's literacy services, programs and needs.

Participants in the summit heard personal stories and learned of challenges faced by Kentuckians who have succeeded in their efforts to learn to read.

*"... It is imperative that the Commonwealth provide children with the readiness skills and support they need in early childhood to learn to read when they enter school."*

Governor Paul E. Patton  
Executive Order 99-553  
The Kentucky Literacy  
Partnership

**—STORIES FROM THE SUMMIT—**

Lois Weinberg, a Literacy Partnership member, hosted a session where four Kentuckians, whose success in life came about despite the struggles that they or their family members had with reading, shared their most compelling stories:

Tom remembered his school life as a time of panic, anger and resentment. He fell behind academically on the first day of the first grade and stayed there, talking – not learning – his way through the first six grades. Held back in the 7<sup>th</sup> grade, Tom concluded that he was defective. But he managed to graduate from high school after encountering a teacher who recognized that Tom had a problem – not a defect – and gave him an opportunity to learn in different ways. Now an accomplished and successful artist, Tom made sure that his own children, both with learning disorders, received the type of instruction they needed.

Chasiti is a young woman who recognized early that she was different from her classmates. But she managed to perform well enough in school and, as a result, didn't receive the help she needed as a youngster. That changed, however, when she moved to a new school and an attentive teacher enrolled her in a tutoring program. Chasiti now tutors youngsters through her work with Project Read and plans to study at Pikeville College with an ultimate goal of a career in law.

David, a 33-year-old GED student, made failing grades in school but assumed he kept passing to the next grade because “the adults knew what they were doing.” Leaving school without a foundation in the basics, David set about taking lower-level jobs that no one else wanted. And he continued on that course until an employer recognized his potential and encouraged him to enroll in adult education courses. Increasing his level of literacy raised his self-confidence and led to better jobs. But it also had a very personal impact: Now he reads his own mail and helps his children with their homework.

Karen's story focused on her twin brother's challenges with learning. Although the two started school as academic achievers, her brother's performance started to slip after they were assigned to different classes. Now she believes that he had a learning disability that he was unable to cope with on his own. Although Karen and her brother have had the same opportunities in life, only she has been able to take advantage of them – a circumstance she attributes to her ability to read and learn at high levels. As her brother continues to struggle with his life's circumstances, he frequently must seek her help to understand important pieces of mail or business-related information.



The experiences shared by these Kentuckians prompted Education Commissioner Gene Wilhoit to observe that they were forced to find help outside the system that was designed to educate them. Literacy is a personal, life-shaping issue, he noted, and the lessons of the summit make it clear that educators and advocates must work together to remove barriers, set compatible goals, combine their resources, reach out and be persistent if they are to help all Kentuckians become literate.

### ***—A STATUS REPORT—***

The Summit also provided attendees with an opportunity to hear a review of literacy-improvement efforts already under way in Kentucky. The Literacy Partnership asked Dr. Robert F. Sexton, Executive Director of the Prichard Committee for Academic Excellence, a summit co-sponsor, to provide the review based on information supplied by the seven Learning Partnership agencies:

- The Department for Adult Education and Literacy
- The Council on Postsecondary Education
- The Department of Education
- The Office of Early Childhood Development
- The Education Professional Standards Board
- The Kentucky Institute for Family Literacy
- The Collaborative Center for Literacy Development

Dr. Sexton's review concluded that Kentucky has an impressive array of programs and initiatives in place, but the state lacks a clear, cohesive vision of what it needs to accomplish in literacy improvement. Without such a vision, the state's capacity to reach all children and adults who need help is very limited. Other observations he noted included the following:

- "We have great, ambitious goals. Lots of them are measurable. If we reach them, we'll be in good shape. We don't have a single or common set of goals, but there's also lots of compatibility here. The problem is not the goals, but it's bringing them together in one grand and compelling vision that gets across our purposes to the public and taxpayers and rallies people around this issue."
- Most agencies can cite the measures they use to gauge progress toward the goals, "but I'm not sure that I can see how they come together and how they might tell our political leaders and taxpayers how we're doing in attacking the big picture." Without knowledge of an overall vision, "it's hard to know whether we're measuring the right thing."
- "It's only fair to acknowledge that conditions outside of schools have a bearing on children's reading. But it's also only fair to say that adults – especially adults who are trained professional educators – are the ones who will, in the final analysis, have to solve the problem. It's time to wipe excuses out of our vocabularies and our thinking and get on with it."

*"We can win this war if all our programs work as a single coherent system, if we have adequate resources and if we hold ourselves to high standards."*

Dr. Robert F. Sexton  
Executive Director  
Prichard Committee for  
Academic Excellence

*Children's literacy levels are strongly linked to the educational level of their parents, especially their mothers.*

National Center for Family  
Literacy

## —A VISION FOR KENTUCKY—

The Partnership recognized that a cogent statewide literacy vision would be needed if all programs were to successfully operate as a single, coherent system.

The ability to read is the fundamental building block of educational success. Children who do not learn to read well often fail and are at a higher risk of dropping out of school. Their lack of skills makes it unlikely that they will succeed financially and, as parents, they struggle to help their children learn to read and succeed in school. This failure to achieve an acceptable level of literacy begins a vicious, uncompromising cycle.

Kentucky cannot afford to let this cycle continue to repeat itself. In recognition of Governor Patton's overarching goal for Kentuckians to have a high quality of life and of the imperative to end the illiteracy cycle, the Literacy Partnership has articulated its vision for the Commonwealth:

**Each Kentuckian possesses the reading skills necessary to be a healthy and successful worker, family member, learner and citizen.**

Ensuring that all Kentuckians have the reading skills they need to function and succeed in the 21<sup>st</sup> Century will require the long-term commitment of multiple agencies, a variety of approaches, strong financial resources and prioritized strategies.

To work toward fulfilling that vision, it is important to understand the demographic, educational and economic realities of Kentucky today. The statistics on the following pages provide the foundation for such an understanding.

## POPULATION DEMOGRAPHICS

Kentucky Population	Number	% of Total
Total	4,041,769	
White	3,608,013	89.3%
Black or African American	293,639	7.3%
American Indian & Alaska Native	7,939	0.2%
Asian	29,368	0.7%
Native Hawaiian/Other Pacific Islander	1,275	0.03%
Some Other Race	3,846	0.09%
Two or More Races	42,443	0.9%
Hispanic*	59,939	1.5%

Source: U.S. Census Bureau/ May not total 100% due to rounding.

\* Persons of Hispanic origin can be of any race.

## POVERTY ESTIMATES (1998)

	All Ages in Poverty	% of All Ages in Poverty	Children 0-17 in Poverty	% Children 0-17 in Poverty
Kentucky	603,038	15.3%	210,639	21.2%
U.S.	34.5 million	12.7%	13.5 million	18.9%

Source: U.S. Census Bureau

## FEDERAL POVERTY GUIDELINES

Size of Family Unit	Household Income
1	\$ 8,860
2	11,940
3	15,020
4	18,100
5	21,180
6	24,260
7	27,340
8	30,420
For each additional person, add	3,080

Source: Federal Register

*“Literacy has long been assumed to affect people’s lives in a variety of ways. It is considered to be a key component of economic well-being and social participation. ...*

*“Literacy in Kentucky is related to labor force status, occupation and income. It affects the likelihood that individuals end up on the public assistance or food stamp rolls. Lack of literacy contributes to poverty.”*

Kentucky Adult  
Literacy Survey



## INDICATORS OF CHILD WELL-BEING

		Trend Data	
		1990	1998
Percent low birth-weight babies	KY US	7.1% 7.0%	8.1% 7.6%
Infant mortality rate (deaths per 1,000 live births)	KY US	8.5 9.2	7.5 7.2
Child death rate (deaths per 100,000 children ages 1-14)	KY US	29 31	26 24
Rate of teen deaths by accident, homicide and suicide (deaths per 100,000 teens ages 15-19)	KY US	75 71	62 54
Teen birth rate (births per female ages 15-17)	KY US	41 37	31 30
Percent of teens who are high school dropouts (ages 16-19)	KY US	12% 10%	11% 9%
Percent of teens not attending school and not working (ages 16-19)	KY US	14% 10%	10% 8%
Percent of children living with parents who do not have full-time, year-round employment	KY US	35% 30%	29% 26%
Percent of families with children headed by a single parent	KY US	23% 24%	26% 27%

Source: 2001 Kids Count Data Book

## EDUCATION INFORMATION

### PRIMARY THROUGH GRADE 12

#### EDUCATION FACTS

- High school graduation rate, 1997-98  
State: 68.7% U.S.: 67.5%\*
- Average verbal SAT score, 2001\*\*  
State: 550 U.S.: 506
- Average math SAT score, 2001\*\*  
State: 550 U.S.: 514
- Average ACT score, 2001  
State: 20.1 U.S.: 21.0
- State ACT scores for students studying recommended curriculum  
White: 21.2 African American: 17.5
- State ACT scores for students not studying recommended curriculum  
White: 19.5 African American: 16.0
- Average ACT score for Southeastern U.S.: 20.0
- Percent of Kentucky high school graduates, 1999-2000, attending college or vocational/technical schools, entering the military, employed, or a combination of these, 1999-2000: 95.3

\* From *Making It To Graduation: A Cohort Survival Analysis of Kentucky Public High Schools*, Thomas G. Mortenson, August 1999, Prichard Committee for Academic Excellence. The study was based on the number of students who graduated from high school four years after their enrollment in 9th grade.

\*\* Kentucky's SAT participation rate for 2001 was 12%. The national rate was 45%.

*Education is the  
movement from darkness  
to light.*

Allan Bloom

#### KENTUCKY CORE CONTENT

TEST READING DATA

Percent of students scoring at the proficient level or above on the Kentucky Core Content Test in reading:

	4th Grade	7th Grade	10th Grade
1999	56%	50%	24%
2000	57%	51%	28%
2001	58%	54%	29%

Source: Kentucky Department of Education

*The Kentucky Core Content Test, part of the Commonwealth Accountability and Testing System (CATS), measures student knowledge in academic subjects, including reading.*

*Student test scores are represented in achievement categories that range from novice, representing the lowest performance level, to apprentice, proficient and distinguished, the highest performance level. The state goal is having all students performing at the proficient level.*

## 2001 KENTUCKY CORE CONTENT TEST SCORES BY ETHNICITY

### 4TH GRADE READING

	No. of Students	% of Total	Novice	Apprentice	Proficient/ Distinguished
Ethnicity					
White (Non-Hispanic)	42,489	86%	14%	25%	61%
African-American	5,432	11%	32%	31%	37%
Hispanic	431	1%	21%	30%	49%
Asian	266	1%	7%	16%	77%
Other	616	1%	15%	33%	52%
Not Coded	327	1%			

### 7TH GRADE READING

	No. of Students	% of Total	Novice	Apprentice	Proficient/ Distinguished
Ethnicity					
White (Non-Hispanic)	41,033	87%	11%	32%	57%
African-American	4,802	10%	27%	41%	32%
Hispanic	403	1%	13%	36%	50%
Asian	277	1%	6%	20%	74%
Other	550	1%	12%	37%	51%
Not Coded	202	1%			

### 10TH GRADE READING

	No. of Students	% of Total	Novice	Apprentice	Proficient/ Distinguished
Ethnicity					
White (Non-Hispanic)	39,624	88%	16%	53%	31%
African-American	4,059	9%	32%	54%	14%
Hispanic	318	1%	20%	55%	25%
Asian	328	1%	11%	42%	47%
Other	602	1%	22%	51%	27%
Not Coded	265	1%			

Source: Kentucky Department of Education

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP results from the 1998 national 4<sup>th</sup>-grade reading test showed:

- Kentucky was one of only three states (with Connecticut and Colorado) to make statistically significant gains from 1992 to 1998 and from 1994 to 1998.
- Kentucky 4<sup>th</sup>-grade readers began two points below the national average in 1992, equaled the national average in 1994 and moved three points above it in 1998.
- Compared to its 1992 performance, Kentucky increased five points while the nation recorded no overall increase and the Southeast declined by one point.
- Kentucky's 8<sup>th</sup>-grade readers outscored the nation and the Southeast in reading.

Source: Kentucky Department of Education

*During the 2000-2001 school year, special education students enrolled in primary through grade 12 totaled 94,571, or approximately 15 percent of Kentucky's public school students.*

Kentucky Department of  
Education

## POSTSECONDARY AND ADULT EDUCATION

### ADULT LITERACY

According to the Kentucky Adult Literacy Survey of 1997:

- 14% of Kentuckians between 16 and 64 (340,000 people) function at Level 1.
- 26% (656,000 Kentuckians) function at Level 2.
- 60% (1.5 million Kentuckians) are at Levels 3 and 5.

As explained by the Department for Adult Education and Literacy:

“Individuals at Level 1 have no or minimal literacy skills. They may not be able to read at all or they may be able to locate only a single piece of information in a simple text. As the complexity of tasks that the individual can complete increases, so does the level of literacy. At Level 5, the highest level of literacy proficiency, individuals are able to extract and use complex information for various purposes.”

### ADULT EDUCATION FACTS

- Kentucky ranks 48<sup>th</sup> among the states in the percent of adults, age 25 and over, who have a high school diploma.
- 21% of Kentucky adults have less than a high school credential – a diploma or GED – compared to 16% nationwide.
- Adult education participation is growing in Kentucky:
  - The 2000-01 fiscal year saw a 23% increase in the number of Kentuckians taking part in adult education programs.
  - The number of Kentuckians earning GEDs increased by 11% during the same period; 13,939 students earned their GEDs in fiscal 2000-01 compared to 12,553 in the 1999-2000 fiscal year.

*“Adult illiteracy is a fundamental barrier to every major challenge facing Kentucky, including early childhood education, education reform, economic development and improving the health and well-being of Kentucky’s families and communities.”*

The Task Force on Adult Education, 1999

### BACCALAUREATE GRADUATION RATES

*The Council on Postsecondary Education requires that every postsecondary institution provide academic assistance to any student who scores below 18 on the ACT.*

*The assistance can take the form of a remedial program, a developmental course, extra hours of study or another approach.*

*Individual institutions may impose more stringent performance requirements than those required by the CPE.*

	Baseline 1997 %	1998 %	1999 %	2000 %	Goal 2002 %
UK	48.4	50.8	52.2	55.3	52.4
UofL	28.3	29.9	31.6	30.8	30.9
EKU	26.6	26.8	31.5	30.0	29.0
KSU	33.9	17.7	31.3	31.2	35.8
MoSU	40.8	40.1	44.0	38.6	42.2
MuSU	38.7	38.5	40.9	46.3	40.2
NKU	24.0	30.1	32.3	35.4	26.6
WKU	38.8	39.1	37.7	41.5	40.3
Bachelor's students graduating within six years					

Source: Council on Postsecondary Education

## ←KENTUCKY'S LITERACY GOAL→

With high expectations, unfaltering determination and the need to believe and succeed, the Partnership has established Kentucky's literacy goal as:

### **100 percent literacy for all Kentuckians across all ages**

To achieve the goal, it is important to focus on specific objectives for different age groups. The Partnership's agenda by age category follows.

#### **BIRTH TO AGE 5:**

- Each child acquires the foundation for reading as measured by outcomes.
  - Kentucky is involved in a 15-state initiative to identify child well-being indicators to improve school foundations and ensure early school success. A set of child outcomes and systems indicators for children from birth through the fourth grade will be identified.
  - Children's learning from birth to age 5 is being aligned with the K-12 program of studies.

#### **PRIMARY TO GRADE 12:**

- Each student is a proficient reader by 2014 as measured by the Kentucky Core Content assessment in reading.
- By 2006, all schools will score at or above the national 50<sup>th</sup> percentile in reading on the Comprehensive Test of Basic Skills 5.
- By the next National Assessment of Education Progress testing cycle, the percent of students performing at the proficient level in reading will increase by 5%, followed by 5% increases in each subsequent cycle.

#### **POSTSECONDARY:**

- 80,000 more Kentuckians attending postsecondary institutions by 2015.
- The number of students attending college directly out of high school increases to the national average by 2010.
- Six-year graduation rates for bachelor's students increase to 60% at the comprehensive universities, 70% at the University of Louisville and 80% at the University of Kentucky by 2020.

#### **OTHER ADULTS:**

*Kentucky's child population is more diverse than the general population. While 10 percent of all Kentuckians self-identify as a race other than white, 13 percent of Kentucky's children were identified as a race other than white in the 2000 Census.*

Kentucky KIDS COUNT



- The number of Kentucky adults with a high school diploma or equivalent matches the national average by 2010.
- By 2002, the number of Kentuckians performing at Literacy Levels 1 and 2 as measured by the Kentucky Assessment of Adult Literacy decreases 3%. These are the lowest literacy performance levels and currently represent the skills of 40% of Kentuckians age 16-64.
- Increase the number of Kentuckians enrolled in adult education programs from 5% of those needing help (50,000 individuals) to 30% (300,000 individuals) by 2010.

The Kentucky Adult Literacy Survey, conducted in 1997, measured literacy proficiency at five levels, with Level 1 representing the lowest performance. Kentuckians, age 16-64, performed as follows:

- Level 1: 340,000 — 14%
- Level 2: 565,000 — 26%
- Levels 3-5: 1,500,000 — 60%

The scores mean that approximately 40% of Kentucky's adult population have modest, minimal or no functional literacy skills.

## —CONDITIONS FOR SUCCESS—

Kentucky has recognized that to achieve its long-term goal of an enhanced quality of life and a high standard of living for all its citizens, literacy levels must be raised. Clearly, there is a direct correlation between the economic vitality of a state and the literacy health of its residents.

Just as clearly, certain conditions must be met if the state is to realize its objective of being home to a fully literate population. The statements below reflect the consensus of participants in the 2001 Literacy Summit and members of the Kentucky Literacy Partnership as well as research on best practices. They are intended to serve as a framework for the Partner agencies as they refine their missions, establish policies, develop programs and implement services to increase literacy in Kentucky.

*Children or parents who are unemployed and have not completed high school are five times more likely to drop out than children of employed parents.*

National Center for  
Family Literacy

### CONDITIONS FOR READING SUCCESS

1. Supportive, participating families that value reading.
2. Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels.
3. Content area reading instruction in all academic areas.
4. Acknowledgement and ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life.
5. Adequate time devoted directly to the teaching of reading.
6. Engaging instruction in a supportive environment that will motivate students to achieve and to value education.
7. Well-prepared and supported teachers at all levels who have a deep understanding and knowledge of the latest research and processes needed to teach students to read in all content areas.
8. Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians.

## —STRATEGIES FOR SUCCESS—

The Kentucky Literacy Partnership has identified three strategies to help ensure that the state moves forward in its efforts to raise literacy levels and thereby improve the quality of life for all Kentuckians.

These strategies focus on three key areas:

- Measuring progress
- Ensuring accountability
- Sustaining the focus on literacy efforts

### MEASURING PROGRESS

Seven key partners will report annually to the Kentucky Literacy Partnership on their progress toward meeting self-established goals as part of a coordinated state literacy-improvement effort. These key partners are:

#### **Kentucky Department of Education**

<http://www.kentuckyschools.org>

KDE has redesigned and shifted its approach for supporting literacy to reach the Kentucky Board of Education's goal of every student reading at or above the proficient level. The department has convened a cross-agency literacy team charged with helping all schools develop a comprehensive plan for effective reading instruction.

#### **Department for Adult Education and Literacy**

<http://adulted.state.ky.us> and [kyvae.org](http://kyvae.org)

The Office of Adult Education and Literacy and the Kentucky Literacy Commission merged in 1993 to create the Department for Adult Education and Literacy in the Cabinet for Workforce Development. Senate Bill 1, the Adult Education Act of 2000, created a partnership between the department and the Council on Postsecondary Education. The department administers adult education programs across the Commonwealth and serves as the sole state agency for Workforce Investment Act Title II federal funds.

#### **Council on Postsecondary Education**

*The number of Kentuckians participating in adult education programs in fiscal year 2001 increased by 23%, from 51,177 to 62,734, over the previous year. This represents the first step in reaching the state's goal of 300,000 adult learners by 2010.*

Department for Adult  
Education and Literacy

[www.cpe.state.ky.us](http://www.cpe.state.ky.us)

The council coordinates change and improvement for postsecondary education as directed by a special session of the General Assembly in 1997. The council is responsible for general planning and oversight of a system that includes eight universities, the Kentucky Community and Technical College System and adult education. Each university and the KCTCS has its own governing board. In partnership with the Department for Adult Education and Literacy, the council administers the adult education trust fund and provides leadership for the adult education action plan for Kentucky. Council staff members serve on the advisory committee of the Collaborative Center for Literacy Development, housed at the University of Kentucky, and on the Early Childhood Reading Incentive Grant Steering Committee, administered by the Department of Education. The Kentucky Virtual University is working closely with the Department for Adult Education and Literacy and the council to develop a web site for adult learners and adult literacy instructors.

### **Collaborative Center for Literacy Development**

<http://www.kentuckyliteracy.org>

The Collaborative Center for Literacy Development: Early Childhood through Adulthood is a partnership among the eight state universities and the National Center for Family Literacy, in cooperation with the state Department of Education, the Department for Adult Education and Literacy and others interested in literacy development. The creation of the center came in response to the passage of Senate Bill 186 during the 1998 General Assembly. The center is charged with providing training for educators and promoting literacy development from early childhood to adulthood.

### **Kentucky Institute for Family Literacy**

[www.famlit.org](http://www.famlit.org)

The Kentucky Institute for Family Literacy is a collaborative organization launched in October 2000. Affiliated with the National Center for Family Literacy, the institute's work is guided by a group of public and private partners working to improve family literacy services in Kentucky by developing a statewide literacy plan, supporting effective family literacy programs and coordinating and integrating federal, state and local resources.

### **Governor's Office of Early Childhood Development**

*According to the National Adult Literacy Survey, 90 million American adults — almost 48 percent of the population — have very low or low literacy skills.*

<http://www.state.ky.us/agencies/gov/ecd/index.htm>

The Governor's Office of Early Childhood Development was established in 1998 to coordinate the existing early childhood efforts in the state and to work with the Governor's Early Childhood Task Force to develop a comprehensive 20-year plan for early childhood in the state of Kentucky. The 2000 General Assembly unanimously passed the KIDS NOW Early Childhood Initiative which builds upon existing resources, fosters public-private partnerships, insures collaborative planning and implementation and mobilizes communities to: support and strengthen families, assure that all children grow and develop to their full potential, provide high quality, accessible, affordable early care and education options, and promote public awareness of the importance of the first years for the well-being of all Kentucky's citizens.

### **Education Professional Standards Board**

<http://www.kde.state.ky.us/otec/epsb>

The board was created by the Kentucky Education Reform Act to oversee the education profession. Originally under the state Department of Education, the board became an independent agency attached to the Office of the Governor on July 1, 2000. The board is charged with establishing standards of performance for preparation programs and practitioners; accrediting educator preparation programs at colleges, universities and local school districts and through private contractors; selecting assessments for teachers and administrators; overseeing internship programs for new teachers and new principals; operating the Continuing Education Option for rank change program; administering Kentucky's incentive program for National Board for Professional Teaching Standards Certification; and issuing, renewing, suspending and revoking Kentucky certificates for professional school personnel. Board members, appointed by the Governor, consist of nine teachers, two school administrators, one representative of local school board, three representatives of postsecondary education and two ex officio members – the Commissioner of Education and the President of the Council on Postsecondary Education.

## **ENSURING ACCOUNTABILITY**

To ensure consistency in its efforts to improve literacy in Kentucky, the Partnership has developed the following framework for use by partner agencies in reporting progress. The reports are to be submitted by October 1 of each year.

## SUSTAINING THE FOCUS

By October 1, each partner agency shall report to the Literacy Partnership using the following framework. Partner agencies should submit one report for each target population group served. The information submitted from each agency shall constitute a major portion of the Literacy Partnership's Annual Report.

### KENTUCKY LITERACY PARTNERSHIP FRAMEWORK

**I. Agency Name:** \_\_\_\_\_

**II. Target Population: (Circle one)**

**Birth – Age 5**

**Primary – 12th Grade**

**Postsecondary**

**Other Adults**

**III. Literacy Goal(s) by target population, agreed upon and identified under Kentucky's Literacy Goal:**

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**IV. Status of Goal Attainment (be specific):**

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**V: Provide evidence (describe in detail) how the agency's policies, programs and services address each of the applicable Conditions for Reading Success.**

1. Supportive, participating families that value reading.
2. Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels.
3. Content area reading instruction in all academic areas.
4. Acknowledgement and ownership by communities of the importance of reading which leads to high literacy attainment as a means to improve quality of life.
5. Adequate time devoted directly to the teaching of reading.
6. Engaging instruction in a supportive environment that will motivate students to achieve and to value education.
7. Well-prepared and supported teachers at all levels who have a deep understanding and knowledge of the latest research and processes needed to teach students to read in all content areas.
8. Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians.

**VI: Budget, Allocation of Resources (specific to literacy initiatives):**

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**Report due by October 1. Submit to Kentucky Literacy Partnership, c/o Education Arts & Humanities Cabinet, Office of the Secretary, 300 West Broadway, Old Capitol Annex, Frankfort, KY 40601.**

To make sure that its members and all involved and interested Kentuckians continue their work in this critical area, the Partnership plans the following activities:

1. The Partnership will convene annually for the purposes of receiving Literacy Partner reports, coordinating the state's ongoing literacy efforts and collaborating on future statewide initiatives. The meeting shall occur on or before November 1 each year and will serve as the Partnership's opportunity to determine the focus and details of the next Literacy Summit.
2. The Partnership will co-sponsor an annual Governor's Literacy Summit to address the topic chosen at its annual meeting. The Kentucky Department of Education served as fiscal sponsor for the 2001 summit and the Kentucky Institute for Family Literacy has announced its intention to serve as the primary fiscal supporter for the 2002 Summit.
3. A report of the annual meeting and preliminary information on the next Summit will be posted on each Literacy Partnership agency web site by December 30.

## **A PLEDGE OF SUPPORT**

The Partnership's commitment to keeping the issue at the forefront of state policy considerations also is represented in the

following pledge.

**CONVINCED** that literacy represents a lifelong necessity for all and serves as an investment in human and social capital and a major tool for the empowerment of people,

**BELIEVING**, as individuals and representatives of organizations listed herein, that every Kentucky citizen can learn to read at high levels given adequate opportunity and support,

**UNDERSTANDING** that every community must be a source of encouragement of reading achievement and that every educational environment must be an equitable place to work and learn,

**DEEPLY CONCERNED** at the current state of literacy levels in the Commonwealth,

**RECALLING** Governor Paul E. Patton's commitment to literacy through the creation of the Kentucky Literacy Partnership and subsequent participation in the Governor's Literacy Summit,

**CONFIDENT** that the work of the Partnership has resulted in increased awareness of and support for statewide literacy efforts, yet fully aware of the need for more coordinated efforts in Kentucky to ensure literacy for all,

**WE**, individually and as duly authorized representatives of the partners, pledge our personal and agency support to the goals of the Kentucky Literacy Plan and hereby renew our commitment to advancing literacy attainment for each Kentucky citizen through our agency's work toward the goals and activities outlined in the plan.

*This pledge of support has been agreed upon by each agency of the Literacy Partnership:*

- *The Department for Adult Education and Literacy*
- *The Council on Postsecondary Education*
- *The Department of Education*
- *The Office of Early Childhood Development*
- *The Education Professional Standards Board*
- *The Kentucky Institute for Family Literacy*
- *The Collaborative Center for Literacy Development*

## —MEMBERS, THE KENTUCKY LITERACY PARTNERSHIP—

**Rebecca Burton**, Lincoln County Family and Youth Resources Center and the Commonwealth Institute for Parent



Leadership, representing parents

**Senator Lindy Casebier**, Louisville, as chair of the Senate Education Committee

**Regina Catlett**, Webster County Schools and the Kentucky Education Association, representing teachers

**Sharon K. Darling**, Director, National Center for Family Literacy, Louisville, representing a family literacy provider

**Gordon Davies**, President, Council on Postsecondary Education, representing higher education

**Johnnie Grissom**, Associate Commissioner, Department of Education, representing state directors of federal/state programs

**Bernadette Hale**, Country Heights Elementary PTA, Owensboro, representing parents

**Marlene M. Helm**, Chairperson, Secretary of Education, Arts and Humanities Cabinet, representing libraries

**Senator Robert Jackson**, Murray, as ranking minority member of the Senate Education Committee

**Deneese Jones**, Co-Chair, Reading Research Specialist, University of Kentucky, representing reading researchers

**Nelson Kelley**, Principal, Morningside Elementary School, Elizabethtown, representing the Kentucky Association of School Councils

**Cheryl King**, Associate Vice President for Adult Education, Council on Postsecondary Education; Commissioner for Adult Education & Literacy, Cabinet for Workforce Development, representing state directors of federal/state programs

**Starr Lewis**, Associate Commissioner, Department of Education, representing state directors of federal/state programs

**Shirley Long**, Eastern Kentucky University and the Kentucky Reading Association, representing professional organizations

**Freda Merriweather**, Assistant Superintendent, Jefferson County Public Schools, representing instructional staff

**Michael Miller**, Director, Division of Curriculum Development, Department of Education, representing the Early Reading Steering Committee

**Helen Mountjoy**, Owensboro, representing the Kentucky Board of Education

**Governor Paul E. Patton**

**Nawanna Privett**, University of Kentucky, representing the Collaborative Center for Literacy Development

**Representative Frank Rasche**, Paducah, as chair of the House Education Committee

**John Settle**, Superintendent, Bowling Green Independent Schools, representing local school districts

**Marilyn Troupe**, Director, Division of Educator Preparation and Internship, representing the Education Professional Standards Board

**Lois Weinberg**, Hindman, representing community/public interest

**Betsy Wells**, State Director, Corporation for National Service, Louisville, representing community-based organizations

**Senator Jack Westwood**, Erlanger, as a member of the Senate Education Committee

**Gene Wilhoit**, Commissioner, Department of Education



*Special appreciation is expressed to the following individuals who served as designees for Partnership members:*

**Dianne Bazell**, Senior Associate, Council on Postsecondary Education, designee for Gordon Davies

**Cynthia Read**, Director, Kentucky Institute for Family Literacy, designee for Sharon Darling

**Kim Townley**, Director, Office of Early Childhood Development, designee for Governor Paul Patton